

Tennessee Correction Academy



Course Catalog 2006-2007

The Tennessee Correction Academy

The Tennessee Correction Academy is proud to provide the following training opportunities. The 2006-07 Training Year provides a great number of specialty programs as well as standard pre-service and in-service opportunities for the Department of Correction and Department of Children's Services personnel. If you have any questions about our programs, please call (931) 461-7686 for further information.

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Tennessee Correction Academy

Our Mission, Our Vision, Our Goals

Mission Statement

To ensure state-of-the-art training to all employees whom we have the opportunity to serve.

Vision Statement

The Tennessee Correction Academy, through a focus on professional service, will set the example for excellence in the delivery of criminal justice training.

Values

- Implementing a targeted training system
- Operating in a quality training environment
 - Making training a leading priority

Pre-Service Training for TDOC – FY 2006-2007

Class #	Begin/End Date of Correctional Officers	Begin/End Date for Non-Security for TDOC
501	July 10 – August 18	July 17-28
502	July 31 – September 8	August 7-18
503	August 21 – September 29	August 28 – September 8
504	September 11 – October 20	September 18-29
505	October 2 – November 9	October 9-20
506	October 23 – December 1	October 30 – November 9
507	November 13 – December 22	No Non-Security Due to Holidays
508	December 4 – January 19	December 11-22
509	January 2 – February 9	January 8-19
510	January 22 – March 2	January 29 – February 9
511	February 12 – March 23	February 20 – March 2
512	March 5 – April 13	March 12-23
513	March 26 – May 4	April 2 -13
514	April 16 – May 25	April 23 – May 4
515	May 7 – June 15	May 14-25
516	May 29	June 4 - 15
517	June 18	

Pre-Service Training for TDCS – FY 2006-2007

Class #	Begin/End Date of TDCS Personnel
501	July 10-28
502	July 31- August 18
503	August 21 – September 8
504	September 11 – 29
505	October 2-20
506	October 23 – November 9
507	November 13 – December 1
508	December 4 – 22
509	January 2-19
510	January 22 – February 9
511	February 12 – March 2
512	March 5-23
513	March 26 – April 13
514	April 16 – May 4
515	May 7-25
516	May 29 – June 15
517	June 18

CORE TRAINING

2006-2007 Training Year Course Schedule

Common Core

These two-day, sixteen (16) hour programs are delivered locally for TDOC staff who do not attend 32 hours of training at the Academy.

Common Core 2006-2007
<ul style="list-style-type: none">• Generation Gap• Professionalism-Staff-Inmate Relationships• Employee Suicide Prevention/Post-Vention• Cultural Diversity• Shared Security• Drug Identification• Policy Review• Positive Impact

“Air Course Academy”

This year the Academy will continue to provide numerous training opportunities to the field through its distance learning training program. Nicknamed the “*Air Course Academy*”, this program allows a highly cost-effective means of providing training for specifically targeted employee groups. Training schedules will be made available through local Training Specialists and will be published on the Academy website.

There are essentially two forms of programming anticipated for the delivery of training. Either Point-to-Point, or Multi-Point, hookups are available and are described below.

Single Site, or *Point-to-Point*, programming from the Academy to a single receiving location is absolutely *free* and requires only the simple mechanism of individual scheduling for one time occurrences – or rotational scheduling, if repetitive system-wide coverage is desired. It uses and coexists on the Department’s existing network with no connect charge incurred for either of the two participating locations.

Examples:

- ⇒ Single-site reception of a **live** satellite downlink from the Academy
- ⇒ Single-site reception of pre-recorded material from the Academy (satellite rebroadcasts, previously conducted training sessions, training videos, etc.)
- ⇒ Single-site live interactive programming from the Academy

Multiple Site, or *Multi-Point*, programming from the Academy to several simultaneously receiving locations requires external hardware resources from the Office of Information Resources (OIR) and involves an hourly charge for all participants. Connect charges of \$25.00 per hour per site are incurred. For instance, a Multi-Point session including the **Academy**, West Region’s **WTSP**, Middle Region’s **DSNF**, and East Region’s **NECX**, would cost \$100.00 per hour.

Examples:

- ⇒ Simultaneous system-wide time or event-critical meetings or conferences
- ⇒ Simultaneous system-wide time or event-critical training for specific employee categories

Video Conferencing Library

Over the years, the National Institute of Corrections, the U.S. Department of Justice, and the office of Juvenile Justice and Delinquency Prevention have produced a number of video's available to assist departments across the nation. Many of those now available for rebroadcast from the Academy via the TDOC's video conferencing link. Videos currently available are:

<u>TOPIC TITLE</u>	<u>AUTHOR</u>	<u>TIME</u>
What Works and What Doesn't	NIC	120
Restorative Justice	NIC	120
Has the Juvenile Court Outlived it's Usefulness	OJJDP	105
Youth Gangs in America	DOJ	120
Leadership Challenges in Juvenile Corrections and Detention	DOJ	120
Juvenile Offenders and Drug Treatment: Promising Approaches	OJJDP	120
Managing Youthful Offenders in Adult Institutions	NIC	120
Comprehensive Juvenile Justice in State Legislatures	OJJDP	90
Crime and Punishment: The Prison of the Future (NightLine)	ABC	90
Gangs, Corrections and the Community	NIC	120
Psychopaths: Their Nature and Impact on Corrections	NIC	120
Cognitive Approaches to Offender Behavior	NIC	120
Risk Factors for Successful Interventions for Serious and Violent Offenders	OJJDP	120
What About Girls? Females and the Juvenile Justice System	OJJDP	120
Correctional Strategies in Gang Management	NIC	120
Mental Health Issues and Juvenile Justice	OJJDP	120
Lockup: Women Inside Valley State	MSNBC	56
Options for Managing Difficult Inmates	NIC	120
Addressing Staff Sexual Misconduct	NIC	120
A Collaborative Approach to Staff Recruitment and Retention	NIC	180

Transition from Prison to the Community	NIC	180
Institutional Culture	NIC	180
Building Employee Success With an Effective Field Training Officer Program	NIC	180
Correctional Staff Wellness	NIC	180
How the Prison Rape Elimination Act Affects You, Phase I	NIC	180
Classification of High Risk Offenders	NIC	180
Prison Rape Elimination Act Affects You, Phase II	NIC	180
Correctional Leadership	NIC	180
The Triply Diagnosed Patient: HIV, Mental Health & Substance Abuse	NIC	180
Community Supervision: Using Strength-Based Family-Focused Approach	NIC	180
Strategies for Building Effective Work Teams	NIC	720
Addiction Severity Index		130
FutureForce:Building a 21 st Century Community Corrections Workforce	NIC	180
Drug-Drug Interactions & Metabolic Complications of HIV Infection	Albany	120
ADA in Corrections	NIC	180
Making The Media Work for You	NIC	180
Riverbend Max	MSNBC	43
Keepers: The Other Inmate	A&E	45

Tennessee Department of Correction Pre-Service Category Listing

Course Code	Course Title	Hours	Who Attends
AS	Adult Security	240	New hires into all security ranks (Correctional Officers through Unit Managers). Rehires if gone more than one (1) year from TDOC.
AC	Adult Counselors	80	New hires into counselor through counselor manager positions. Rehires if gone more than two (2) years from TDOC and have not been through the two-week pre-service program.
AT	Adult Treatment	80	New hires or rehires if gone more than two (2) years or have not been through the two-week pre-service course. Psychological/Psychiatric positions/Chaplains/Medical/Dental/Vocational Instructors/Teachers/Recreation Specialists/Assistants, Volunteer Coordinator.
AA	Adult Auxiliary	80	All Auxiliary new hires who, due to their duties, will have frequent inmate contact.
AA	Adult Auxiliary	40	All Auxiliary new hires whose duties rarely involve inmate contact.
AFS	Adult Food Stewards	80	Food Service positions requiring two weeks: Food Service Workers, Food Service Managers/Assistant Managers

Tennessee Department of Correction In-Service Courses

FY 2006-2007

Code	Course Title	Offerings	Class Size	Hours	Who Attends
AS	Adult Security	(36) Weekly except when Corporals Attend	72	32	Correctional Officer; Clerical Officer
AS/C	Adult Corporals	(12)	32	32	Correctional Corporals; Correctional Treatment Technician; Supervisor
CCN	Correctional Counselors/ IRC's	(9) Aug. 30-Sept.1 Sept. 27-29 Oct. 18-20 Nov. 29-Dec.1 Jan. 10-12 Feb. 28-Mar.2 April 11-13 May 23-25 June 13-15		16	Wednesday at 1:00 – Friday Noon
CH	Chaplains	(1) Feb. 26-27		16	Chaplains

Code	Course Title	Offerings	Class Size	Hours	Who Attends
CM	Correctional Managers	(11) Aug. 21-22 Sept. 25-26 Oct. 23-24 Nov. 6-7 Dec. 11-12 Jan. 22-23 Feb. 5-6 Mar. 19-20 May 14-15 June 4-5 June 25-26		16	Monday-Tuesday Security Positions – Sgts. and above Other Positions – Mgrs. of other departments
FS	Food Service Generic	(5) Sept. 13-15 Dec. 6-8 Jan. 3-5 Feb. 21-23 June 27-29		16	Food Service Workers – Wed.1:00 – Friday noon
FS/SS	Food Service Serv Safe	(5) Aug. 21-25 Oct. 9-13 Jan. 22-26 March 5-9 June 4-8		32	

Code	Course Title	Offerings	Class Size	Hours	Who Attends
FS/AM	Food Service Asst. Managers	(1) April 9-13		32	Food Service Assistant Managers
M	Maintenance	(3) Aug. 7-8 Dec. 4-5 March 5-6		16	Maintenance, as designated (Monday-Tuesday) 8:00 – 5:00
MED	Generic Medical	(3) Nov. 13-17 March 12-16 June 25-29		32	Medical, as designated
RS/A	Recreational Specialists/Assistant	(2) Oct. 25-27 Feb. 28-Mar. 2		16	Recreational Specialists/Assistants (Wednesday 1:00 – Friday Noon)

Tennessee Department of Children's Service Pre-Service Category Listing

Course Code	Course Title	Hours	Who Attends
CSO	Children's Services Officers	120	New hires into all security ranks (Children's Service Officers through Children's Service Managers). Rehires if more than one (1) year from TDCS or have not attended three-week pre-service program.
JT	Juvenile Treatment	40	New hires into classifications of counselor through counselor manager. Rehires if gone more than one (1) year from TDCS or have not been through two-week pre-service program. Psychological/Psychiatric positions, chaplains, medical/dental, teachers, vocational instructors, recreation specialists/assistants/Contract YSO's
JA	Juvenile Auxiliary	40	Auxiliary positions requiring one-week pre-service program are : Facility Managers, Supervisors, Building Maintenance Workers, Carpenters, Mechanics. Auxiliary positions requiring only one (1) week (40 hrs.) are: Boiler Operators, Treatment Plant Operators, Property Officers, Procurement Officers, Storekeepers, Food Service Managers/Assistant Managers, Food Service Workers, Store Clerks, Records Clerks, Fire Safety Managers.

Tennessee Department of Children's Services In-Service Courses FY 2006-2007

Code	Course Title	Offerings	Class Size	Hours	Who Attends
TO-J	Transportation Officers for DCS	(2) July 24-28 March 26-30		40	Begins Monday at 8:00 a.m. – Friday noon.
CSM	Children's Services Managers	(3) Aug. 21-25 Dec. 11-15 April 2-5		32	All managers – Classes begin at 12:00 noon on Monday - 4:00 p.m. on Thursday.
CSO	Children's Services Officers	(11) July 24-28 Sept. 11-15 Oct. 9-13 Nov. 13-17 Dec. 4-8 Dec. 18-22 Jan. 2-5 Feb. 20-23 March 26-30 April 23-27 May 7-11		32	Youth Service Officers; Community Residential Security 12:00 noon Monday – 4:00 p.m. on Thursday If a holiday week – Tuesday 12:00 noon.

Code	Course Title	Offerings	Class Size	Hours	Who Attends
FS	Food Service Generic	(5) Sept. 13-15 Dec. 6-8 Jan. 3-5 Feb. 21-23 June 27-29		16	Food Service Workers – Wed. 1:00 – Friday noon.
FSM-J	Food Service Mgrs.	(1) April 23-27		32	Food Service Managers (Monday noon – Thurs.)
FSA	Food Service Assistant Mgrs.	(1) April 9-13		32	Food Service Assistant Managers
FSGH	Food Service Group Home Stewards	(1) Oct. 2-6		32	Group Food Service Stewards
FSS	Food Service Stewards – Serv Safe	(5) Aug. 21-25 Oct. 9-13 Jan. 22-26 March 5-9 June 4-8		32	Food Service Workers Certification is good for Five (5) years.
M	Maintenance	(3) Aug. 7-8 Dec. 4-5 Mar. 5-6		16	Maintenance, as designated (Monday and Tuesday – 8:00- 5:00)

Code	Course Title	Offerings	Class Size	Hours	Who Attends
RCM	Residential Case Managers	(3) Sept. 5-8 Nov. 6-9 March 12-16		32	Juvenile Classification Counselors; Counselors 12:00 noon on Monday – 4:00 p.m. on Thursday If it is a holiday week – the class will begin 12:00 noon On Tuesday.
NST-J	New Supervisors Training for DCS	(4) July 10-14 Oct. 30-Nov. 4 Mar. 12-16 June 11-15	30	40	All new supervisors
RS/A	Recreational Specialists/Assistants	(2) Oct. 25-27 Feb. 28-Mar.2		16	Recreational Specialists/Assistants (Wednesday 1:00 – Friday noon)

Tennessee Correction Academy Specialized Training Schools

FY 2006-2007

These programs are designed for those staff assigned to special activities. Other specialty courses target topics of interest for the corrections professional desiring to enhance information or skills.

Please Note: Unless specifically indicated, scheduled programs begin at 8:00 a.m. on the date(s) listed

Code	Course Title	Offerings	Class Size	Hours	Who Attends
BTLS	Basic Trauma Life Support	(3) Oct. 30-Nov.3 Jan.29-Feb.2 April 2-5	25	32	Medical staff required to be certified or to be re-certified in emergency physical trauma conditions and procedures (Prerequisite: Current certification in I.V. Technique & Management).
CAI	Chemical Agents Instructor Program	(1) Dec. 18-19		16	Participants will become certified chemical agents instructors for three (3) years. Training begins at 8:00 a.m. on Monday – Tuesday at 5:00 p.m.
CET	Cell Extraction Training	(2) Oct. 4-6 May 16-18	24	16	Security personnel as designated. Wednesday 1:00 – Friday noon.
CT-B	CERT Training – Basic	(2) Oct. 9-20 Apr. 23-May 4	30	80	

Code	Course Title	Offerings	Class Size	Hours	Who Attends
CT-C	CERT Team Commanders	(1) Sept 5-8		24	Class begins Tuesday at 1:00 p.m. and goes through Friday at noon.
CTT	CORE Train the Trainers	(1) Aug. 7-8	TBA	16	For institutional personnel assigned to deliver CORE training modules (8 hour Presentation Skills for New Trainers will be added - if required).
C/W	Commissary/ Warehouse	(2) May 2-4 May 30-June 1		16	Wednesday 1:00 – Friday noon.
DBT	Disciplinary Board Training	(1) April 18-20		20	Wed. 8:00 – Friday noon – As designated
FI	Firearms Instructor Trg.	(1) Mar. 19-23		40	As designated
HN	Hostage Negotiators Training	(1) Feb. 12-16		40	As designated
LS	Locksmith Training	(1) Jan. 22-23		16	As designated – Monday and Tuesday
IFTO	Institutional/ Field Training Officer Update	(1) Nov. 2-3		16	As Designated – Begins Thurs. 1:00 – Friday noon
IV	IV Therapy	(2) Nov. 27-Dec.1 May 7-11		32	As designated

Code	Course Title	Offerings	Class Size	Hours	Who Attends
NM	Nurse Management	(2) Sept. 18-22 March 26-30	30	32	Nurse managers/CWU/IC Coordinators
NST	New Supervisor's Training	(5) Aug. 14-18 Oct. 16-20 Jan. 8-12 April 16-20 June 18-22	30	40	Required training for all newly appointed supervisors
P/M	Property/ Mailroom	(1) June 27-29		16	Wednesday 1:00 – Friday noon.
RRA	Radio Repair Advanced	(1) March 19-21		20	Monday-Wednesday Noon
RRB	Radio Repair Basic	(1) Nov. 6-8		20	Monday-Wednesday Noon
SA	Substance Abuse	(1) Feb. 5-6		16	Monday-Tuesday
SAN	Sanitation Training	(1) April 12		8	Thursday 8:00 a.m. – 5:00 p.m.
T4T	Train the Trainer	(1) Sept. 25-29		40	For staff newly rated as an Instructor Training Specialist or Correctional Academy Instructor
TDT	Training Design Teams	(1) Dec. 11-12		16	As designated. Will also include medical design team.

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Cover Sheets

Course Catalog 2006-2007

FIREARMS LAB

3.25 Hours

COURSE RATIONALE & DESCRIPTION

The Tennessee Department of Correction requires all security staff to qualify annually with the Mini-14 Rifle, .38 caliber Revolver, and the 12 gauge Shotgun. This course serves as a refresher for those staff who has been previously qualified. Through a series of lecture and demonstration, a certified firearms instructor will review the Department's policies on the "*Use of Deadly Force*", "*Standard Firearms Qualification*", and the safe and proper operation of each of the Department's standard-issue weapons. The instructor will review the components of marksmanship such as stance, grip, sight alignment, and trigger squeeze. Participants will demonstrate their knowledge of these firearms issues by attaining a minimum score of 75% on a written examination covering all of the information presented during the class.

COURSE OBJECTIVES

Upon completion of this class, the participant will demonstrate their knowledge concerning the use of firearms by attaining a minimum score of 75% on a written examination which covers:

- ◆ The Use of Deadly Force
- ◆ Standard Firearms Qualification
- ◆ Authorization to carry firearms
- ◆ Safety rules for proper handling of firearms
- ◆ Fundamentals of effective shooting
- ◆ Procedures for loading and unloading Department issued firearms

TDOC POLICY

110.05
110.06
506.07
506.08
506.09

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

FIREARMS QUALIFICATION

4.0 Hours

COURSE RATIONALE & DESCRIPTION

The Tennessee Department of Correction requires all security staff to qualify annually with the Mini-14 Rifle, .38 caliber Revolver, and the 12 gauge Shotgun. During this live -fire component of annual firearms training, certified firearms instructors will supervise participants as they are engaged in both practice and qualification courses of fire. In addition to record-fire qualification, participants will be monitored for adherence to firearms safety standards.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Demonstrate firearms proficiency with the standard-issue 38 caliber revolver, by attaining a minimum acceptable annual qualification score of 200 (of 250) points under the direct supervision of a certified firearms instructor.
- ◆ Demonstrate firearms proficiency with the standard-issue .223 caliber rifle, by attaining a minimum acceptable annual qualification score of 80 (of 100) points under the direct supervision of a certified firearms instructor.
- ◆ Demonstrate firearms proficiency with the standard-issue 12 gauge shotgun, by attaining a minimum acceptable annual qualification score of 80 (of 100) points under the direct supervision of a certified firearms instructor.

TDOC POLICY

110.05
110.06
110.07
506.08
506.09

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

INMATE TRANSPORTATION

2.5 Hours

COURSE RATIONALE & DESCRIPTION

It is sometimes necessary for a Correctional Officer who is not normally assigned to conduct outside escort or transportation duties, to be temporarily pulled from shift to transport an inmate to an outside or "free-world" hospital. Transporting an inmate or inmates outside the secure perimeter of a correctional facility can be one of the most dangerous assignments any Correctional Officer can undertake due to the increased possibility of escape, staff injury, and resultant danger to the public. It is imperative that Correctional Officers be trained in the proper basic procedures for inmate transport. Utilizing a blend of lecture, guided group discussion, and structured activities, this course will cover proper searches, appropriate use of restraints and emergency contingency planning required, in executing a safe transportation assignment.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ♦ List the three (3) types of searches that must be performed in the course of a transportation run.
- ♦ Identify and describe the appropriate restraint application procedures for all six (6) custody levels of inmates.
- ♦ Correctly identify appropriate contingency plans for a minimum of three (3) foreseeable emergency situations.

TDOC POLICY

110.05
403.02
506.01
506.06

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

POLICY ISSUES REVIEW

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

The Tennessee Department of Correction, as is the case with every corrections agency, insures standardized operations through the mechanism of organizational policies and procedures. Knowledge of, and adherence to, these policies and procedures by all of the Department's employees is essential to the safe, secure and efficient, operation of every institution. While it may be impossible to memorize the content of each and every policy, an important component of annual in-service training, is a review of newly-issued critical, high impact policies & procedures as well as any strategic changes in existing policy applications.

This course incorporates a competitive team play game format - testing participant policy knowledge to answer policy & procedure based questions. Correct and incorrect answers will be reviewed by the course instructor in guided group discussions, in order to reinforce participant comprehension and retention of the information presented.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Identify and discuss relevant contemporary policy and procedure issues that impact upon Department/Institution operation.

TDOC POLICY

110.05

ACA STANDARD

4-4084

CHEMICAL AGENTS

1.0 Hour

COURSE RATIONALE & DESCRIPTION

When it becomes necessary for correctional staff to use force against an inmate, the Tennessee Department of Correction provides approved options for the application of that force. One of these approved options is the appropriate use of chemical agents to subdue an inmate. Through the use of lecture and video, a certified instructor will review Departmental Policy 506.07.1 "*Use of Chemical Agents*" and cover the proper use, handling and delivery applications of aerosol oleoresin capsicum or "pepper spray". First-Aid procedures for those exposed to oleoresin capsicum will be discussed. The correct application of the standard issue aerosol delivery canister will be demonstrated by the instructor using inert agent on a "B-27" silhouette target, with each participant required to give a return demonstration.

COURSE OBJECTIVES

Upon completion of this class, participant will be able to:

- ◆ Demonstrate understanding of the Departmental policy constraints for use of oleoresin capsicum by achieving a minimum score of 80% on a written examination covering the material addressed in the course.
- ◆ Demonstrate the ability to properly use aerosol chemical agents.

TDOC POLICY

110.01

506.07

506.07.1

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

SEARCHES

4.0 hours

COURSE RATIONALE & DESCRIPTION

Preventing the introduction of contraband (or discovering contraband previously introduced) into our institutions is one of the most fundamental duties of a Correctional Officer. Inmates are ingenious at finding new and novel ways to smuggle and hide contraband. The veteran correctional staff charged with thwarting these efforts, may grow less than vigilant as it appears to become a never-ending, tedious and sometimes futile task. This course is designed as a review of the policies, procedures and techniques required in performing thorough, professional searches. Employing a combination of lecture and demonstration the instructor will present the proper procedures for conducting a clothed body search (frisk search), an unclothed body search (strip search), a cell or area search, and vehicle search. Participants will be divided into three (3) rotating groups required to perform a return demonstration at each of three (3) distinct skill stations designed to test performance in: frisk searches, cell searches, and vehicle searches.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify the types and applicability of searches authorized by Department policy 506.06.
- ◆ Demonstrate the proper procedure for conducting a frisk search.
- ◆ Demonstrate the proper procedure for conducting a cell search.
- ◆ Identify the proper steps used for conducting a vehicle search.

TDOC POLICY

110.05

506.06

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

SELF-DEFENSE (HANDCUFFING & ESCORTING)

2.5 Hours

COURSE RATIONALE & DESCRIPTION

A commonplace part of the normal daily routine within an institution is the escorted movement of inmates from a cell to other locations within the secure perimeter. This escorted movement, so vital to the safe and effective operation of the facility, may also represent one of the weakest links in secure custody and control. Tasks performed routinely, may become so “routine” and “ordinary” that staff can be lulled into a false sense of security – taking shortcuts that may result in dramatic incidents of risk to themselves, inmates, or the public. Application of restraint devices – in many cases an integral part of these escort functions, is a skill required of all security staff. Knowing when and how to apply these devices properly is the primary focus of this course. Through a process of lecture, discussion, demonstration/return demonstration, participants will review the applicable custody requirements and techniques for escort/restraint responsibilities. Critical applications involving resistant inmates and basic self-defense will also be addressed, with an analysis of “Use of Force Continuum” principles covered.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Correctly identify appropriate restraint equipment required in escorting maximum custody inmates from cells to other locations within the institutional perimeter.
- ♦ Demonstrate the approved technique for restraining an inmate's hands behind the back prior to removal from the cell.
- ♦ Demonstrate the correct technique for applying full restraints, i.e., handcuffs, waist-chain, black box, and leg irons to an inmate prior to removal from the cell.
- ♦ Demonstrate proper defensive posture when escorting an inmate within institutional confines.
- ♦ List a minimum of four (4) of the levels listed on the “Use of Force Continuum”.

TDOC POLICY 110.05, 506.01; 506.07, 506.16

ACA STANDARD

1-CTA-3A-14; 1-CTA-3A-21

PROFESSIONALISM – STAFF/INMATE RELATIONSHIPS

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

Professionalism (our ability and willingness to conduct ourselves in a professional manner) is what defines us as effective and dedicated correctional employees. This quality (or its lack) is also one of the most important factors in determining how the public we serve, views correctional staff.

Appropriate relationships between staff and the inmates they supervise, are a critical key in maintaining secure control of our institutions. **Inappropriate** relationships between these same individuals and groups result in security breaches that jeopardize not only our reputation as professionals but undermine the very fabric of safety and security we are charged with providing.

This course will define “professionalism” through an examination of the characteristics and attributes required of each employee. Emphasis will be placed upon the relationships between staff and inmates that enhance our ability to do our job with integrity and upon those relationships that damage every employee's credibility and safety within our Department.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ List at least five (5) characteristics and attributes associated with professionalism.
- ♦ Define the boundaries of appropriate relationships between staff and inmates.
- ♦ Identify a minimum of ten (10) warning signals that may indicate inappropriate staff/inmate relationships.
- ♦ List a minimum of three (3) myths and three (3) realities concerning staff/inmate relations and professionalism.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

GENERATION “METH”

2.0 Hours

COURSE RATIONALE & DESCRIPTION

Eventually and inevitably, prison reflects the world “outside the walls”. Inmates sentenced to our custody bring with them, a reflection of contemporary ills. Currently epidemic in our society is the problem of Methamphetamine (more popularly referred to as “Meth”) abuse. This drug – readily and cheaply manufactured, can be responsible for producing symptoms indistinguishable from organic psychosis in the user. Feelings of paranoia and acts of violence are hallmarks of chronic amphetamine abuse. In recognition of the potential for significant impact as more and more amphetamine users are sent into our system, it is important that correctional security staff learn the signs, symptoms and ramifications surrounding methamphetamine abuse. This course, through lecture and guided discussion, will give participants an overview of methamphetamine abuse.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify and discuss the types and ingestion routes of Methamphetamine use.
- ◆ List the physiological ramifications associated with Methamphetamine use.
- ◆ List the cognitive and psychological ramifications associated with Methamphetamine use.

TDOT POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

EMPLOYEE SUICIDE – PREVENTION/POSTVENTION

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

“Every 22 hours somewhere in America a Law Enforcement Officer commits suicide.”

The Police Stress Unit (PSU) Training Institute

Correctional Officers will experience virtually identical stressors during the course of their career as will any other Law Enforcement Officer. This course will examine the uncomfortable issue of critical stress and the drastic, irretrievable action of suicide considered or committed by an individual in extremis, as, “the way out of a problem”. Our Department has adopted a two-pronged approach to this sensitive subject and this course will serve to educate all staff in that approach:

Prevention of suicide should be the first objective of any department or employer. In order to prevent suicide by employees, staff must be taught the signs that someone might be suicidal and the appropriate actions that might be taken along with who should take such actions.

Postvention is a coined term meaning intervention techniques used for the survivors after a staff suicide. This type of intervention may also be necessary in the event that a loved one or close friend of an employee commits suicide.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ List a minimum of four (4) warning signals that may indicate an individual is potentially “at-risk” with regard to an act of suicide.
- ◆ Identify a minimum of two (2) avenues of immediate assistance for those considering suicide.
- ◆ Identify a minimum of three (3) visible indications of trauma experienced as a result of staff/family/friend suicide.
- ◆ Identify a minimum of three (3) immediate and long-term sources of help for staff suffering Post Traumatic Stress as a result of another’s suicide.

TDOT POLICY

110.05

MANAGING A MULTI-GENERATIONAL WORKFORCE IN CORRECTIONS

4.0 Hours

COURSE DESCRIPTION

Increasingly, corrections supervisors and managers have expressed concerns that sound something like this, "I don't know what is wrong with the young people we are hiring? They don't want to work!" These managers may suspect that differences among generations in their workplace are the possible cause of these challenges and conflicts. Corrections agencies, once lead by "**Veterans**" (those born before 1943) who created much of the culture and tradition of the agency, now finds itself helmed by, "**Baby Boomers**". These "Boomers" must rely on "**Generation X**" as their mid-managers and supervisors. The "GenX'ers", in turn supervise our newest workers - the "**Millennials**".

Each of these groups has experienced different personal and generational events that shaped their values and determine their approach to people and work. Through a series of guided group discussions and activities, this course, designed to assist the corrections supervisor and manager - will examine many of these differences with special emphasis given to understanding their impact upon communication styles and work ethics.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Identify the four (4) generations interacting in today's workplace.
- ♦ Identify and describe each of the generation's primary characteristics.
- ♦ Explain the strengths and weaknesses of each generational group.
- ♦ Examine how the agency's culture is impacted by the ability (or inability) of these generations to interact and function productively.
- ♦ Develop a plan to address recruitment and retention of all generations in the workplace.

TDOC POLICY 110.05

ACA STANDARD 1-CTA-3A-14, 1-CTA-3A-21

THE PSYCHOLOGY OF INFLUENCE

2.0 Hours

COURSE RATIONALE & DESCRIPTION

As a supervisor or leader the most important task one may have is influencing staff members to do certain tasks. When things are presented a certain way, a "yes" is assured, while if presented incorrectly "no" might be the response. It is in a manager's best interest to learn to use the "weapons of mass persuasion."

Throughout this class participants will examine what great leaders say is the best and most effective way to influence their followers. This will be accomplished through guided group discussion and activities designed to allow the participant to put to use the principles covered in this program. Each group will then be given a topic and the audience that they need to influence and present to the class their argument.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ♦ Explain why the ability to influence others is an essential leadership trait.
- ♦ List the three (3) basic weapons of influence.
- ♦ Define and provide examples for each of the seven "Little Rascals" of compliance.
- ♦ Effectively utilize any one or more of the basic influencing strategies in the targeted interactions with Supervisors, peers, subordinates, students or their families.

TDCS POLICY

110.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

PERFORMANCE EVALUATION UPDATE

2.5 Hours

COURSE RATIONALE & DESCRIPTION

Conducting an **objective** annual assessment of employee performance based upon a **standardized** Job Performance Plan (JPP) is **every** supervisor's responsibility within the State's Civil Service framework. Monitoring and coaching employee performance through the process of regular Interim Reviews is a critical ingredient that can determine the success or failure of supervisor, employee and ultimately, the consistency and credibility of the performance evaluation mechanism. This course will provide an overview of the job performance evaluation process with special emphasis on common subjectivity errors frequently made by supervisors in conducting Interim Reviews and in assigning an evaluative score during the annual Performance Evaluation. It will review all basic guidelines for performance-based discussions and highlight those aspects of the process that should be avoided as sustaining a valid ground for employee grievance. Participants will be provided with a subsection of an instructor's Job Performance Plan covering classroom instruction and will be required to complete Interim Review comments incorporating class content - based upon their direct observation of the instructor's performance.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify and define the five (5) possible Annual Performance Ratings.
- ◆ List the three (3) critical steps in the Annual Performance Evaluation cycle.
- ◆ Identify and describe the fourteen (14) common traps that impairs supervisory objectivity in the evaluation process.
- ◆ Write a clear, concise, and objective interim review.

TDOC POLICY

110.01

304.01

ACA STANDARD

1-CTA-3A-14, 1-CTA-3A-21

THE GENERATION GAP

2.0 Hours

COURSE RATIONALE & DESCRIPTION

There are currently four different and distinct generational groups found in the workforce today. Differences among these generations in the workplace may be the possible cause of unnecessary, time-consuming and resolvable challenges or conflicts. Our Department, once lead by "**Veterans**" (those born before 1943) who created much of the culture and tradition of the agency, now finds itself helmed by, "**Baby Boomers**". These "Boomers" must rely on "**Generation X**" as their mid-managers and supervisors. The "GenX'ers", in turn supervise our newest workers - the "**Millennials**".

Each of these groups has experienced different personal and generational events that shaped their values and determine their approach to people and work. Through a series of guided group discussions and activities, this course will examine many of these differences with special emphasis given to understanding their impact upon communication styles and work ethics.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify the four (4) generations interacting in today's workplace.
- ◆ Identify and describe each of the generation's primary characteristics.
- ◆ Explain the strengths and weaknesses of each generational group.
- ◆ Examine how the agency's culture is impacted by the ability (or inability) of these generations to interact and function productively.

TDOC POLICY

110.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

CULTURAL DIVERSITY

2.0 Hours

COURSE RATIONALE & DESCRIPTION

As is the case with most large organizations, our Department is comprised of a diverse group of people reflecting widely divergent heritages and cultural imprints. To succeed, we must require that each employee be viewed not only in the context of his own background but also in his ability to understand, adapt, and accommodate, those who may operate out of a completely different cultural frame of reference.

It is widely recognized that teams are more effective when they incorporate differing perspectives because problems are considered and solutions proposed, that are not locked onto a narrow and linear homogenized path. This course will identify those cultural differences which may impact individual employee work ethics or practices and examine ways to incorporate them into a cooperative, productive understanding and collaboration. Using a combination of activity-based exercises and guided group discussion, this course will cover language barriers, lifestyles, beliefs and societal misconceptions surrounding the issue of culture.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Define the term cultural diversity and list its impact upon the Department.
- ♦ Identify a minimum of three (3) common cultural differences encountered in the workplace.
- ♦ Identify the cultural differences which may lead to conflict in the workplace because of perceptions that attribute them to work ethic or practices.
- ♦ Identify the benefits to the workplace which derive from a blend of cultures and sensibilities.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14, 1-CTA-3A-21

LEADERSHIP LAWS FOR MANAGERS

3.75 Hours

COURSE RATIONALE & DESCRIPTION

Leadership skills all too often are developed purely by trial and error and remain exclusively dependent upon the innate abilities of the individual manager or supervisor. **The future of corrections depends upon its leaders, and it should not be left to chance!** Leadership skills information and instruction can and should be included in virtually every professional development opportunity for correctional supervisors and managers. This class, based upon John Maxwell's "*The 21 Irrefutable Laws of Leadership*", will introduce correctional managers to several of the most critically important "Laws of Leadership" covered in his book. During the class, participants will examine fifteen of these leadership laws through case studies, discussion and self-evaluation – developing an action plan for future improvement.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

Identify and prioritize the fifteen "Leadership Laws" covered in the course material, explaining the impact and application of each upon the participant's current job assignment.
Conduct a performance self-evaluation in each of the "Leadership Law" items presented during the course.
Develop a performance improvement action plan for each of the "Leadership Laws" discussed in this class.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

ETHICAL ANCHORS

2.0 Hours

COURSE RATIONALE & DESCRIPTION

The tensions between doing right and yielding to wrong are so pervasive, Mark Twain once said, "Always do right – this will gratify some and astonish the rest." In today's workplace, however, just knowing what is right can be complicated. It seems that with so many entities telling us what is right and what is wrong, that we feel that we are drifting into uncharted ethical waters. Quick, clear-cut definitions of right and wrong are sometimes hard to find.

This course will offer insights on maintaining integrity in the workplace by establishing ethical standards to serve as anchors to keep us from drifting away from what is right. Our core values must be unchanging; they should be the same at home as they are in the workplace.

Through a series of lecture, guided group discussion, and structured activity, this course offers expert advice and illustrations from respected business leaders. Some of their thoughts include: "Ethical behavior seldom results from last minute decisions" and "Organizations built on ethical compromise cannot sustain long-term momentum."

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ List a minimum of five ethical principles discussed during this class.
- ◆ Explain why individual ethical behavior is imperative to the success of our department.
- ◆ Develop a list of strategies to reconcile espoused correctional ethics and the ethics that are actually expressed.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

DRUG IDENTIFICATION (SIGNS & SYMPTOMS)

2.0 Hours

COURSE RATIONALE & DESCRIPTION

Drug use among inmates continues to be a problem within the Tennessee Department of Correction. It is important that staff members be able to recognize the signs and symptoms of drug use. It is also important that employees be able to identify the major drugs that may be found within our institutions. This course will cover the major drugs of abuse likely to be encountered within our inmate population – identifying and discussing common methods of contraband introduction, forms of ingestion, basic pharmacological effects upon the user and a physical (pictorial) description of these drugs in order to aid their recognition. This course will be presented through a combination of lecture and discussion and employs a game format utilized to review course content and aid participants' comprehension and retention of the information.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify a minimum of at (4) major classifications of commonly abused drugs.
- ◆ Identify a minimum of six (6) illicit drugs encountered within our institutions.
- ◆ Identify a minimum of two (2) signs and symptoms of the four (4) major classifications of drug types.
- ◆ Identify a minimum of three (3) modes of ingestion and related drug paraphernalia.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

POSITIVE IMPACT

2.0 Hours

COURSE RATIONALE & DESCRIPTION

The “happier” an employee is in the work environment the more productive that employee is likely to be. The more productive an employee is - increases the likelihood that the employee will stay with the department. Experienced and productive employees create a Department that functions more efficiently and accomplishes its mission.

While it is management's responsibility to set the tone in the workplace, it is not necessarily a function of management to make employees “happy”. Even the use of the word “happy” in this context may strike some as whimsical. However, one of the key ingredients in an individual's ability to function productively in the workplace derives its importance from how that individual feels about what they do, where they do it, and how much it is a factor for success.

This course will examine the individual responsibility to make a positive difference in the work environment. Through a series of guided group discussion, activities and self-assessment, participants will receive information about different types of negativity and how a negative attitude can become contagious – with a focus upon effective ways of turning negative situations into positive ones.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ List a minimum of three benefits of a positive work environment and the individual responsibility required in each.
- ◆ Identify and describe how negative attitudes affect the work environment.
- ◆ Identify a minimum of four techniques useful in changing a negative situation into a positive one.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

SHARED SECURITY

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

Regardless of job classification, **every** correctional employee's primary concern must be the safety and security of the institution, its occupants and the society outside the perimeter. Inmates can and will, take advantage of staff members to acquire items of contraband, effect an escape plan – or to simply put the employee in a compromising situation that can be capitalized upon in future.

Non-security personnel, who do not receive the degree of training on security issues provided to correctional officers may sometimes tend to think that “*security should be left to the experts*” – creating a security vulnerability in even the most comprehensive custody plans. Without reinforcing the idea on a continuing basis that the **best** security is people-based and a **shared** responsibility, breaches will inevitably be the result.

Through lecture, discussion, activity and analysis of selected video segments, this course will provide participants with a comprehensive understanding of how easily inattention, lack of communication and human nature leave us unprotected against workplace security violations.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify a minimum of three (3) position-specific security concerns.
- ◆ Identify a minimum of three (3) frequently overlooked security issues common to “non-security employee” work areas.
- ◆ Identify and discuss a minimum of five (5) security problems or breaches contained in the video segment of the course.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

INTERVIEWING TECHNIQUES - A WORKSHOP FOR MANAGERS

4.0 Hours

COURSE RATIONALE & DESCRIPTION

You've got an entry level vacancy in the organization's workforce...
You're tired of the shotgun approach to hiring that funnels applicants into the existing interview process, only to discover a short while after hiring and training them – that they're just not suited for the job or that they've simply failed to report for work – leaving you to face the expensive and time-consuming process all over again.

Or you've got a promotional vacancy that has just opened up in the workforce...
In either instance, the key to matching the right person to the right job begins with the interview process. Through an analysis of the interview mechanism and the selection of strategic questions designed to measure applicant critical qualifications and characteristics, this course will provide managers with necessary tools and techniques in making that critical match. Using information derived from a combination of instructional strategies that include lecture/discussion and guided small group exercises, participants will be required to identify critical job components and conduct a critiqued applicant interview in order to apply and hone these techniques.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify critical job skills and personal characteristics required by a specific employment vacancy.
- ◆ Identify, select, or construct, interview questions designed to target the identification of required job skills and personal characteristics.
- ◆ Conduct an "applicant" interview and select a defensible "best match", based upon a comparative analysis of the person and the position.

TDOC POLICY

110.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

CPR/AED FOR THE PROFESSIONAL RESCUER

8.0 Hours

COURSE DESCRIPTION

This is an American Red Cross program designed for people with job-related duties in emergency preparedness and response. This nine (9) hour course teaches a variety of skills including one and two rescuer CPR, use of resuscitation masks and bag-valve masks for ventilating victims, and how to respond in special rescue situations such as suicide attempts. In addition to CPR training, the participants will be taught the importance of AED's (Automatic External Defibrillators), and how to use an AED properly.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Demonstrate their ability to perform one and two person CPR.
- ◆ Demonstrate their ability to use resuscitation masks and bag-valve masks for ventilating victims.
- ◆ Explain the importance and how to use an AED (Automatic External Defibrillator)

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

ANATOMY AND ASSESSMENT TO THE SOAP DEGREE

16 Hours

COURSE RATIONALE AND DESCRIPTION

TDOC nurses are the defensive line for: sick call, emergency care, medication issues, chronic disease clinics, laboratory testing, treatments, prenatal clinics, health screening/physicals and health education. The tools for delivering these services are obtained through prior and continuing education, knowledge base, BTLS, IV therapy, various specialized curricula, TDOC policy and procedures. Nursing assessment skills and thorough documentation are essential to the delivery of quality and consistent care.

COURSE OBJECTIVES

Upon completion of this course the participant will be able to:

1. Apply principles of anatomy and physiology to complete an assessment of the musculoskeletal, neurologic, pulmonary, endocrine, cardiac and gastrointestinal systems including a mental illness evaluation
2. Identify and document using SOAP format the following:
 - A. Musculoskeletal complaints
 - anatomic reference points
 - severity of pain
 - range of motion
 - mechanism of injury
 - sprain and strain
 - edema
 - ROM (circulation, sensation, capillary refill)
 - B. Neurologic complaints
 - Anatomic reference points
 - cognitive assessment
 - edema
 - neuron-checks
 - mechanism of injury
 - description of pain
 - C. Respiratory complaints
 - location of lung sounds – WNL vs. abnormal
 - productive vs. nonproductive cough
 - O2 saturation values
 - LOC
 - percussion
 - PK flow meter
 - nebulizer treatments
 - vital signs
 - sputum assessment

- respiratory effort – easy vs. labored
 - ENT assessment – WNL vs. abnormal
- D. Cardiac complaints
 - vital signs
 - O2 saturation values
 - pain – description and location
 - EKG – 3 lead 10 lead
 - shortness of breath
 - classic symptoms vs. non-classic
 - edema
 - cough
 - E. Gastro-Intestinal complaints
 - vital signs
 - O2 saturation values
 - bowel sounds
 - hematocrit/hemoglobin
 - pain description
 - emesis/stool testing
 - dietary intake
 - medications
 - symptoms/relief/precipitation
 - past history/previous treatment
 - F. Endocrine complaints
 - vital signs, EKG, CXR
 - A1C, SMA12
 - random and fasting blood glucose
 - dietary teaching
 - commissary choices
 - signs/symptoms hyper/hypoglycemia
 - vascular ulcers
 - cellulitis
 - vision abnormalities
 - insulin pump usage
 - dental implications
 - foot care
 - peripheral neuropathy

TDOC POLICY 110.05

ACA STANDARD 4-4084

BASIC TRAUMA LIFE SUPPORT

23.5 Hours

COURSE RATIONALE AND DESCRIPTION

Within the health services correctional environment, health care professionals must be able to respond immediately and effectively to a wide range of emergent health-related physical trauma conditions. The health care provider must be skilled in providing quick and systematic physical assessment in order to provide appropriate stabilization/basic life support treatment (and/or referral), for a wide range of emergency trauma conditions.

COURSE OBJECTIVES

This intensive three day training program is designed for the advanced medical professional who is responsible for providing rapid physical assessment, stabilization treatment for emergent-physical traumatic conditions within the facilities health service unit. The course consists of emergency assessment/management for a wide range of conditions. Pre-requisite for the course requires current certification in IV technique and management. Prior to the formal training seminar, pre-study information/material is provided to participants. At the conclusion of the course, candidates successfully passing the course examination are awarded a certification in BTLS which is valid for a period of three (3) years.

- | | |
|------------------------|---------------------------|
| a. Initial examination | h. Head trauma |
| b. Airway management | i. Burns |
| c. Chest trauma | j. Extremity trauma |
| d. Shock | k. Trauma in pregnancy |
| e. IV cannulation | l. Pediatric trauma |
| f. Abdominal trauma | m. Trauma arrest |
| g. Spinal cord trauma | n. Load and go procedures |

Upon completion of this course the participant will be able to:

- Demonstrate rapid and effective techniques in assessing a traumatized patient. Sec
- Demonstrate rapid and effective techniques in the resuscitation of a traumatized patient. Sec
- Demonstrate rapid and effective techniques in the packaging of a traumatized patient.
- Demonstrate rapid and effective techniques in the transport of a traumatized patient.

ACA STANDARD 3-4082 3-4335 2-9086-I Juv.

"De"- FORMS

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

TDOC policy mandates nurses use correct forms. TDOC forms are legally binding and serve to provide a factual record of care administered. This course is designed to assist nurses in the completion and placement of forms mandated by TDOC policy.

COURSE OBJECTIVES

Upon completion of this course the participant will be able to locate, identify and complete the following forms:

Section 1 - All assessment data, treatment and teaching plans

- Health Classification Summary CR 1391
- Major Problem List CR 1894
- History and Physical CR 2007
- Immunization/TB Record CR 2217
- Medical Treatment Plan CR 3624
- TB Screening CR 3626

Section 2 – Diagnostic and consultation reports

Section 3 – Physician Orders and medications (MAR)

Section 4 – Problem Oriented Progress Note CR 1894

Section 5 – Miscellaneous

- Release for Health Service Info CR 1885
- Health Transfer Form CR 1895
- Consent for Treatment CR 1897
- Refusal of Treatment CR 1984
- Diets CR 2176
- Accident Injury Report CR 2592
- Teaching Counseling CR 2742
- Durable Medical Equipment Receipt CR 3428
- Request for Emergency Care CR

Section 6 – Dental Record CR 1889

Section 7 – Discharge summary

Section 8 - Mental Health

5. Utilize an exam in order to reflect nursing competencies, In accordance with Nurse Practice Act or CCHP standards or JCAHO (Certified health professional CCHP/Joint Commission Accreditation Health Organization JCHAO)

TDOC POLICY 110.01

ACA STANDARD 3-4082

COMMUNICABLE DISEASES

4.0 Hours

COURSE RATIONALE AND DESCRIPTION

TDOC nurses assess infectious disease daily. It is imperative for the nurse to always be clinically knowledgeable of current diagnostics, medications, and treatments. Policy, procedure, and protocols specific to the infectious diseases identified will be discussed.

This course is designed to give TDOC nurses an update of the most current recommendations and treatment for:

- HIV infection including Highly Active Antiretroviral Therapy (HARRT)
- Methycillin Resistant Staphylococcus Aureus (MRSA)
- Tuberculosis (TB)
- Hepatitis C
- Influenza
- Herpes

COURSE OBJECTIVES

1. Provide a review of current diagnostic, screening, treatment, and TDOC policy and protocols for the following infectious diseases:
 - HIV infection including Highly Active Antiretroviral Therapy (HARRT)
 - Methycillin Resistant Staphylococcus Aureus (MRSA)
 - Tuberculosis (TB)
 - Hepatitis C
 - Influenza
 - Herpes
2. List the key elements in conducting a contact investigation for the following ID's
 - Tuberculosis (TB)
 - Influenza
 - Herpes
 - MRSA
 - HIV
3. Demonstrate proper technique of administering TB Mantoux Test.
4. Identify TB test interpretations and appropriate referral and follow-up.

5. Discuss assessment, transmission, treatment and prevention of Influenza
6. Identify transmission, treatment and prevention of the following:
 - Herpes
 - MRSA
 - TB
 - Influenza
 - HIV
7. Utilize an exam in order to reflect nursing competencies, in accordance with Nurse Practice Act or CCHP standards or JCAHO (certified health professional CCHP/Joint Commission Accreditation Health Organization JCHAO)

TDOC POLICY 110.01

ACA STANDARD 3-4082

DO THE NUMBERS WASH?

6.0 Hours

COURSE RATIONALE AND DESCRIPTION

The Continuous Quality Improvement program is a TDOC policy-driven which is the responsibility of every institution. TDOC policy 113.09 defines CQI as: a process of ongoing monitoring and evaluation to systematically and objectively assess the adequacy and appropriateness of the health care provided and to recommend and execute improvement as needed. This course is designed to enable staff to understand the CQI process, methodology and utilize results to improve health care quality.

COURSE OBJECTIVES

Upon completion of this course the participant will be able to:

1. Demonstrate knowledge of TDOC policy 113.09
2. Verbalize the state CQI coordinator's responsibilities
 - institutional
 - departmental
 - federal
 - as a resource
3. Understand CQI process
 - data collection methods
 - accurate/concise statistical reporting
 - meeting deadlines
 - study outcomes
 - data analysis/answering the question
 - required forms/ reports format
 - special studies
 - noncompliance implications
 - required additional reporting (e.g. Dept of Health)
4. Utilize the CQI process as a monitoring tool for corrective action
 - Outcomes measures
 - Analysis of data
5. Utilize an exam in order to reflect nursing competencies, In accordance with Nurse Practice Act or CCHP standards or JCAHO (Certified health professional CCHP/Joint Commission Accreditation Health Organization JCHAO)

TDOC POLICY 110.01

ACA STANDARD 3-4082

GENERATION "METH"

3.5 Hours

COURSE RATIONALE AND DESCRIPTION

One challenge nurses in TDOC face is substance abuse. Today the most widely abused substance is Methamphetamine. It is important that nurses recognize the signs and symptoms of Meth abuse in order to apply the nursing process and to educate the inmates about possible health risks associated with its use. This course is designed to give the participant an overview of Methamphetamine abuse, physical ramifications, psychological disorders, and TDOC substance abuse programs.

COURSE OBJECTIVES

1. Discuss the types and routes of Meth use.
2. List the physical ramifications associated with Meth use.
3. List the psychological/cognitive ramifications associated with Meth use.
4. Write a SOAP note of a suspected Meth abuse encounter with appropriate referral.
5. Be knowledgeable of the TDOC substance abuse treatment programs.
6. Utilize exam in order to reflect nursing competencies, in accordance with Nurse Practice Act or CCHP standards or JCAHO (certified health professional CCHP/Joint Commission Accreditation Health Organization JCHAO)

TDOC POLICY 110.01

ACA STANDARD 3-4082

THERAPEUTIC INTRAVENOUS INTERVENTION:
“EMERGENCY AND MAINTENANCE”

23.5 Hours

COURSE RATIONALE AND DESCRIPTION

TDOC/TDCS nursing personnel should be proficient in assessment and in administration of IV Therapy and in performance of phlebotomy to patients in the clinic/institutional settings. According to Tennessee Nursing Laws, an LPN is not legally qualified to start or maintain IV Therapy unless he/she first completes an IV Therapy Course and has demonstrated the skill to the clinical supervisor at the institutional level. This course is designed to update and provide training to the nursing staff in administering emergency and maintenance of intravenous therapies and phlebotomy for blood collection.

COURSE OBJECTIVES

- Select and prepare the basic equipment and supplies for venipuncture and fluid/medication administration.
- Identify, inspect, and choose correct IV solution.
- Identify a patient who requires IV therapy and collect the necessary data.
- Perform the venipuncture process and calculate and establish prescribed flow rate.
- Perform venipuncture for blood collection.
- Perform the correct documentation for IV administration and phlebotomy for blood collection.
- Apply the correct principles for administration of IV medication, scheduling administration of drugs, and calculation of drug doses and dilutions.
- Demonstrate specific techniques for IV site care of peripheral and centrally placed IV catheters.
- Identify the policy for managing control of needles and syringes.
- Demonstrate proper documentation of IV site, fluid, rate, placement, and any signs and symptoms of complications.

ACA STANDARD 3-4082; 3-4335; 2-9086-1-JUV

LEADERSHIP THROUGH SELF-AWARENESS

4.0 Hours

COURSE RATIONALE AND DESCRIPTION

Leadership literature abounds. It is available on the printed page, through audio reception, video programming and on the Internet. There are as many principles of leadership as there are authors touting methods to become better leaders. Yet we struggle with our inability to influence others in accomplishing agency goals. The problem may not lie with a lack of leadership resources. Most of us **know what to do**; the problem may lie in the **reasons why we don't do what we know to do**. In short, this course examines the things that hinder the individual **from** being an effective leader, and gives tools to remove those hindrances. It will examine the ideas, beliefs and values that block leaders from achieving their goals, create extreme emotions that persist, distress and immobilize, and ultimately, lead to leadership behaviors that sabotage oneself, others, and the organization.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ♦ Discuss the theory of “Consequential Responses”.
- ♦ Identify and describe principles that control behavior.
- ♦ Identify and describe beliefs that lead to unwanted behavior.
- ♦ Identify types and signs of self-defeating beliefs.
- ♦ Develop a strategy for replacing problem-producing beliefs with solution-oriented on
- ♦ Utilize an exam in order to reflect nursing competencies, In accordance with Nurse Practice Act or CCHP standards or JCAHO (certified health professional CCHP/Joint Commission Accreditation Health Organization JCHAO)

♦
TDOC POLICY 110.01

ACA STANDARD 3-4082

BEHAVIOR- BASED SAFETY – OVER EXERTION INJURY PREVENTION

1.5 Hours

COURSE RATIONALE & DESCRIPTION

Behavior-based safety is a proactive approach to safety and health management, but there is more to it than that. People really do care about their own health and safety. Safety is really a process that means it's continuous.

This class will focus on over exertion as a behavior that can be quite costly. According to government and industry statistics, over exertion type injuries represent nearly 30% of all workers compensation costs.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Understand principles of behavior-based safety.
- ◆ Identify and classify the contributing factors to injuries.
- ◆ Obtain a satisfactory (70%) score on an administered quiz.

TDOC POLICY

110.01
304.01

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

BLOODBORNE PATHOGENS

2.0 Hours

COURSE RATIONALE & DESCRIPTION

We are all familiar with the threat posed by diseases such as AIDS and Hepatitis B that are transmitted through blood and other potentially infectious materials. This training session will look at these threats to your wellbeing while on the job.

Discussion will focus on the how and why of pathogen programs, universal precautions, and the employees risk of exposure and subsequent reporting procedures.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Demonstrate knowledge of the program by attaining a 70% score on an administered test.

TDOC POLICY

110.01
304.01

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

OSHA WHEEL OF FORTUNE

4.0 Hours

COURSE RATIONALE & DESCRIPTION

This course/game was purchased from Game Show Pro and developed with OSHA and TDOC information. It operates much like the Wheel of Fortune game on television. The class will be divided into five teams. The computer will select the starting team. In order to spin the wheel and select letters, the team must first answer a question correctly. From that point the team may spin and pick letters (as long as successful) which will fill in a puzzle. After a successful letter pick, they may buy a vowel or attempt to solve the puzzle.

Only the team solving the puzzle earns points. These points do carry over from puzzle to puzzle until the end of the game.

All puzzles and questions are related to the Tennessee Department of Correction and Occupational Safety and Health Administration.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Answer a variety of questions correctly.
- ◆ Play "Wheel" (Spin-Pick Letters – Earn Points)
- ◆ Solve an OSHA/TDOC related puzzle (Keep Points)

TDOC POLICY

110.01

304.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

PERSONAL PROTECTION EQUIPMENT(PPE) - EYE SAFETY

1.5 Hours

COURSE RATIONALE & DESCRIPTION

Protection of worker vision is a responsibility shared by both workers and their employers. TDOC will provide all the necessary safety precautions, safety equipment, and first aid facilities. The employee must take safety seriously and use the protection provided.

OSHA has reported over 80,000 disability eye injuries in the recent past. The main causes of job related injuries include objects striking the eye and chemical splashes. This course will provide information the employee can use to help protect him/herself in the workplace.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Know how to use the most effective type of PPE for the job they are doing.
- ◆ Demonstrate an understanding of the training by passing an administered quiz.

TDOC POLICY

110.01

304.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

SUBSTANCE ABUSE IN THE WORKPLACE

1.5 Hours

COURSE RATIONALE & DESCRIPTION

Substance abuse is a growing problem in our society and in the work place. It is estimated that up to 95% of us have been affected by alcohol or drug abuse in some way. In the workplace, substance abuse leads to lost work days, increased health premiums, and issues regarding safety for both the substance user and his/her co-workers.

It's common for co-workers to cover up for the substance abusers, and the abusers are often in denial about their problems. But this is a serious issue and this course teaches an individual how to deal with situations as they arise.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Recognize signs/symptoms of substance abuse in the workplace, with ideas on how to prevent it or deal with it when it occurs.
- ◆ Help create a workplace free from issues that negatively impact productivity, create a hostile work environment, endanger safety, or put the company or its employees at risk for a lawsuit or other action.
- ◆ Demonstrate knowledge of subject matter through an administered quiz.

TDOC POLICY

110.01

304.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

PERFORMANCE EVALUATION UPDATE

1.75 Hours

COURSE RATIONALE & DESCRIPTION

Conducting an **objective** annual assessment of employee performance based upon a **standardized** Job Performance Plan (JPP) is **every** supervisor's responsibility within the State's Civil Service framework. Monitoring and coaching employee performance through the process of regular Interim Reviews is a critical ingredient that can determine the success or failure of supervisor, employee and ultimately, the consistency and credibility of the performance evaluation mechanism.

This course will provide an overview of the job performance evaluation process with special emphasis on common subjectivity errors frequently made by supervisors in conducting Interim Reviews and in assigning an evaluative score during the annual Performance Evaluation. It will review basic guidelines for performance-based discussions and highlight those aspects of the process that should be avoided as sustaining a valid ground for employee grievance

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify and define the five (5) possible Annual Performance Ratings.
- ◆ List the three (3) critical steps in the Annual Performance Evaluation cycle.
- ◆ Identify and describe the fourteen (14) common traps that impair supervisory objectivity in the evaluation process.

TDOC POLICY

110.01

304.01

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

RECOGNIZING A SEXUALLY ABUSED ADOLESCENT

2.0 Hours

COURSE RATIONALE & DESCRIPTION

Children who have been sexually abused unconsciously make repeated attempts to call attention to their secret. Due to lack of information many youth care workers fail to recognize behavior signs and symptoms of a sexually abused child. It is important that employees become aware of these behavioral clues in order to be able to respond appropriately.

This course will provide the participant with information in the areas of their legal responsibility for reporting child abuse, recognizing behavioral signs and symptoms and responding to disclosure.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

Describe five (5) observable behaviors common in sexually abused adolescents.

Cite three (3) emotional problems associated with sexual abuse.

Name and describe five (5) therapeutic responses to youth who disclose sexual abuse.

State the legal responsibility and steps for reporting abuse of children both in and out of state custody.

TDCS POLICY

5.2

ACA STANDARD

3-JTS-1D-08 thru 3-JTS-1D-12
3-JCRF-1D-09 thru 3-JCRF-1D-12

UNDERSTANDING TEENAGE CULTURE

2.0 Hours

COURSE RATIONALE & DESCRIPTION

Understanding current teenage culture appears to be an oxymoron. With knowledge we can respond more effectively and provide appropriate treatment by understanding contributing factors that have molded what is now known as the "Millennial" generation.

This class will provide the participant with information about social, cultural, and historical factors that have shaped this generation through activities and discussion.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

Describe five (5) common characteristics of the "Millennial" generation.

Identify two (2) subcultures with this group.

Define five (5) common slang terms.

Suggest ways to harmoniously integrate divergent subcultures into group homes and institutions.

Discuss how we can accommodate diverse religious beliefs by policy.

TDCS POLICY

5.2

ACA STANDARD

3-JTS-1D-08 thru 3-JTS-1D-12
3-JCRF-1D-09 thru 3-JCRF-1D-12

SUPERVISION OF JUVENILES

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

Professionalism (our ability and willingness to conduct ourselves in a professional manner) is what defines us as effective and dedicated correctional employees. This quality (or its lack) is also one of the most important factors in determining how the public we serve, views correctional staff. **Appropriate** relationships between staff and the students they supervise, are a critical key in maintaining secure control of our institutions. **Inappropriate** relationships between these same individuals and groups result in security breaches that jeopardize not only our reputation as professionals but undermine the very fabric of safety and security we are charged with providing.

This course will define "professionalism" through an examination of the characteristics and attributes required of each employee. Emphasis will be placed upon the relationships between staff and students that enhance our ability to do our job with integrity and upon those relationships that damage every employee's credibility and safety within Department of Children's Services.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ List at least five (5) characteristics and attributes associated with professionalism.
- ◆ Define the boundaries of appropriate relationships between staff and students.
- ◆ Identify a minimum of ten (10) warning signals that may indicate inappropriate staff/student relationships.
- ◆ List a minimum of three (3) myths and three (3) realities concerning staff/student relations and professionalism.

TDCS POLICY 5.2

ACA STANDARD 3-JTS-1D-08 thru 3-JTS-1D-12
3-JCRF-1D-09 thru 3-JCRF-1D-12

ADULT CPR

4.0 Hours

COURSE RATIONALE AND DESCRIPTION

The course is the Adult CPR component. This course is designed to prepare participants to respond to emergency situations by utilizing video and skill demonstrations as well as class discussion. The contents of each unit include: (1) definitions, (2) causes, (3) signs, (4) symptoms, and (5) First Aid care for emergency situations. The course will culminate with a post test and participants who successfully complete all components will be issued American Red Cross Adult CPR Certification Cards.

COURSE OBJECTIVES

Upon completion of this course, participants will:

- ◆ Demonstrate the techniques required in performing CPR.
- ◆ Complete a written test on CPR with a minimum score of 80%.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

NOTE: NO MANUSCRIPT. EACH INSTRUCTOR HAS AN INSTRUCTOR MANUAL AND VIDEO. PARTICIPANT MANUAL ARE FURNISHED AND TESTS ARE MAINTAINED IN COPY ROOM.

HIV/AIDS/BLOOD BORNE PATHOGENS

1.0 Hour

COURSE RATIONALE AND DESCRIPTION

This course will provide a comprehensive education program for employees regarding human immunodeficiency virus (HIV)/ acquired immunodeficiency syndrome (AIDS) issues. The increased incidence of HIV/AIDS in the community, as well as the high-risk offender population whom our employees serve, mandates that all staff be knowledgeable about the current recommendations regarding education, prevention, diagnosis, and facts of this disease and subsequent opportunistic infections. This class will present an overview of HIV/AIDS, focusing on updates in the etiology, prognosis, management and complications of the disease - with connections between HIV/AIDS and other diseases, such as Hepatitis B, STD's, and tuberculosis, emphasized. Discussion of the staff's psychological and emotional reservations with dealing directly with an HIV/AIDS-infected client will be encouraged. Handouts and other visual aids will be used to emphasize key points.

COURSE OBJECTIVES

By the end of this course the participant will:

- ◆ Identify three (3) ways HIV is transmitted.
- ◆ Identify at least three (3) symptoms that may indicate HIV/AIDS infection.
- ◆ Examine the myths and facts related to HIV/AIDS.
- ◆ Define "Universal Precautions" and the safeguards against blood-borne pathogen infection.

TDCS POLICY

27.19
27.20
27.21
27.22

ACA STANDARD

3-JTS-3A-19
3-JTS-3A-20
3-JTS-3A-21
3-JTS-3A-32
3-JCRS-3A-12

REPORT WRITING

1.5 Hour

COURSE RATIONALE AND DESCRIPTION

Writing an effective report is a cornerstone in the daily duties of Children's Services staff. We need to be able to communicate the details of ordinary and extraordinary events to people who were not there to witness the event. It is imperative that people that are not familiar with the TDCS be able to understand what happened in each incident. These documents may end up in court to aid in the prosecution of a crime or defend staff against liability. In this course, we will discuss what questions a good report must answer. Students will analyze sample reports and be tasked with reconstructing it in a format, which provides the reader with all of the vital information in a correct format.

COURSE OBJECTIVES

Upon successful completion of this course participants will:

- ◆ Name the 5 essential reports that a report must answer.
- ◆ Rewrite an ineffective report and make it effective.

TDCS POLICY

27.19, 27.20, 27.21, 27.22

ACA STANDARD

3-JTS-3A-19, 3-JTS-3A-20, 3-JTS-3A-21,
3-JTS-3A-32, 3-JCRS-3A-12, 3-JCRS-3A-14

SAFE CRISIS MANAGEMENT UPDATE

12.0 Hours

COURSE RATIONALE AND DESCRIPTION

The Best Practice Standards for Youth in DCS Custody and federal standards state that we will work from the principle of “Least Restrictive Alternative”. Using this as a standard, we have to learn to manage incidents rather than attempt to stop misbehavior. In other words, we are going to learn to manage aggression safely, rather than attempt to stop it.

COURSE OBJECTIVES

Participants in the Safe Crisis Management Training Program will:

- ◆ Discuss the nature and dynamics of acting out behavior and current and accepted interventions
- ◆ Identify crisis management regulations affecting their job responsibilities
- ◆ Evaluate positive prevention strategies through the use of strength based strategies
- ◆ List and define the safety areas associated with monitoring physical intervention

TDCS POLICY 27.34

ACA STANDARD

6194, 6195, 6196, 9190.9193, 9194, 9281

CONFLICT RESOLUTION

4.0 Hours

COURSE RATIONALE AND DESCRIPTION

Conflict is a natural part of human interaction. The closer people work together, both in terms of time and intensity, the more likely they are to experience conflict. When conflict is brought into awareness, identified openly and resolved, working relationships are strengthened and effectiveness is enhanced. When conflict is unresolved or attempts to resolve it only contribute to the problem, individuals suffer increased stress and reduced self-esteem, lowered morale, reduced effectiveness and may perceive the environment as hostile. The cost of unresolved conflict ranges from health problems for the individual that affect personal lives and family relationships, to reduced workplace productivity and wellness. This course is intended to provide students with the basic elements and strategies needed to create mutually acceptable agreements from conflicts. It teaches positive forms of conflict resolution in the workplace that encourage constructive resolution and discourage destructive conflict in the workplace.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Identify those values and attitudes regarding conflict in the workplace which have impact interactions with others.
- ◆ Determine and demonstrate sound negotiation practices, assess their performance, and identify opportunities for performance improvement.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

SUICIDE

1.0 Hour

COURSE RATIONALE AND DESCRIPTION

The teenage years are a period of turmoil for just about everyone. They're learning new social roles, developing new relationships, getting used to the changes in their bodies, making decisions about their future and looking for answers that no one appears to have. That can make a person feel quite alone.

Too often, the search for these answers is complicated by problems outside teens' control, such as; divorce, family alcoholism, domestic violence or sexual abuse. In such an environment, even "normal" problems can seem insurmountable. Feeling that they have nowhere to turn, teens may "medicate" their pain with drugs or alcohol, or express their rage and frustration in acts of violence or destruction – resulting in involvement with the Criminal Justice System. Depression is also a very common illness among teenagers. Feelings of helplessness and worthlessness that often accompany it, along with disturbances in sleep or appetite, can fuel a downward spiral of health and grades, further clouding perspective, and making thought seem intolerably difficult. Studies show that teens that are feeling depressed, abusing substances, or acting out their violent feelings, are at high risk for suicide. Suicide **is** a preventable cause of death, and the purpose of this training is to provide you with tools to further aid prevention among the adolescents in your care.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Develop a working understanding of suicide – including myths and facts.
- ◆ Compare statistics relating to suicide.
- ◆ Review the warning signs of suicide and all protective factors used to aid those contemplating suicide in overcoming suicidal feelings.
- ◆ Discuss the link between mental health, substance use, and suicide.

TDCS POLICY 27.19, 27.20, 27.21, 27.22

ACA STANDARD

3-JTS-3A-19, 3-JTS-3A-20, 3-JTS-3A-21

SECURITY ISSUES

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

The Tennessee Department of Children's Services, insures standardized operations through the mechanism of organizational policies and procedures. Knowledge of, and adherence to, these policies and procedures by all of the Department's employees is essential to the safe, secure and efficient, operation of every institution. While it may be impossible to memorize the content of each and every policy, an important component of annual in-service training, is a review of newly-issued critical, high impact policies & procedures as well as any strategic changes in existing policy applications.

This course incorporates a competitive team play game format - testing participant policy knowledge to answer policy & procedure based questions. Correct and incorrect answers will be reviewed by the course instructor in guided group discussions, in order to reinforce participant comprehension and retention of the information presented.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify and discuss relevant contemporary policy and procedure issues that impact upon Department/Institution operation.

TDCS POLICY

5.2

ACA STANDARD

3-JTS-1D-08 thru 3-JTS-1D-12

3-JCRF-1D-09 thru 3-JCRF-1D-12

COMMUNICATION

4.0 Hours

COURSE RATIONALE & DESCRIPTION

Does it matter if we like the people with whom we work? Not necessarily, but staff harmony and good working rapport is very important. Americans may spend more time at work than they do at home. The stress of working within a juvenile facility is sometimes difficult enough so it is important to learn to communicate well with coworkers. Staff disharmony undermines any working relationship and within an institution may threaten the security of the facility. Lack of trust between employees may lead to divisions, a hostile work environment, unnecessary sick and stress leave, harassment suits and vindictiveness. Therefore, fostering staff rapport is vital. This class will teach participants how important it is to understand and communicate with others. True communication is the key to understanding others.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- Seek to relieve conflicts by reaching common ground with others
- Listen before making judgments
- Build community based on honesty, respect and caring.
- Through experiential activities, learn to change and empower his life

TDCS POLICY 5.2

ACA STANDARD 3-JTS-1D-O8 THRU 12-3-JCRD-1D-09, 0-12

FOOD SAFETY, SANITATION, AND FOOD BORNE ILLNESS

4.0 Hours

COURSE RATIONALE AND DESCRIPTION

A review of HACCP (Hazard Analysis of Critical Control Points) requirements in monitoring and recording control methods taken during the flow of food through the food service operation. Included in this HACCP review will be principles of sanitation and control of chemicals as required in TDOC and TDCS policy and application of the thirteen critical areas of food service Health Inspections.

COURSE OBJECTIVES

Upon completion of this course, participants will:

- ♦ Identify record requirements for agency HACCP programs used to monitor the safety of food receiving, pre-preparation, preparation, holding, service and storage through the facility.
- ♦ Review of the 13 critical violations and their application to agency HACCP programs
- ♦ Discuss the need for strict chemical controls as applied to HACCP and food safety
- ♦ Know the definition of food borne illness
- ♦ Know the high cost of food borne illness as it relates to human suffering, medical costs and punitive damages.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

THINKING FOR A CHANGE

16.0 Hours

COURSE RATIONALE & DESCRIPTION

This two-day workshop, which originated through the Department of Justice's National Institute of Corrections, integrates cognitive approaches for changing behavior by restructuring offenders' thinking patterns (e.g., antisocial attitudes, values, belief systems) and teaching pro-social cognitive skills. The program's focus is to provide treatment staff with the tools necessary to provide consistent and sound structure and guidance to those inmates seeking to effect behavioral changes and pro-social skills applied to effective problem solving and the ability to consider consequences.

COURSE OBJECTIVES

At the conclusion of this workshop, participants will be able to:

- A. Accurately describe the theoretical foundations of cognitive behavioral approaches.
- B. Articulate, through role-play activities, the core principle and components of the Thinking for a Change program.
- C. Demonstrate a cognitive self-change lesson, a social skill lesson, and a problem solving lesson.

TDOC POLICY

110.05

Schedules

Course Catalog 2006-2007

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Core
FY 2006-2007

Hours -16

D A Y 2	Lunch breaks determined by worksite			Total Hrs. - 8
	8:00 - 10:00	Generation Gap (2)		
	10:00 - 12:00	Professionalism-Staff/Inmate Relationships(2)		
	12:00 - 2:00	Employee Suicide Prevention/Postvention (2)		
	2:00 - 4:00	Cultural Diversity (2)		

D A Y 3				Total Hrs. - 8
	8:00 -10:00	Shared Security (2)		
	10:00 -12:00	Drug Identification (2)		
	12:00 - 2:00	Policy Review (2)		
	2:00 - 4:00	Positive Impact (2)		
	4:00 - 4:30	EvaluationsTraining Design (.5)		

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Corporals
Class #
FY 2006-2007

Hours - 32
Participants:

Monday		Total Hrs. - 9.5	
Time	Module	Instructor	Location
8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
8:15 - 11:30	Firearms Lab (3.25)		
11:30 - 12:30	Lunch		
12:30 - 4:30	Managing A Multi-Generational Workforce (4)		
4:30 - 5:30	Supper		
5:30 - 7:30	Employee Suicide Prevention/Postvention(2)		

Tuesday		Total Hours - 10	
Time	Module	Instructor	Location
8:00 - 12:00	Firearms Qualification (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	CPR (4)		
5:00 - 6:00	Supper		
6:00 - 8:00	Psychology of Influence (2)		

Wednesday		Total Hours - 8.5	
Time	Module	Instructor	Location
8:00 - 10:00	Leadership Laws (2)		
10:00 - 12:00	Professionalism-Staff/Inmate Relationships(2)		
12:00 - 1:00	Lunch		
1:00 - 3:30	Self Defense(Handcuffing/Escorting)(2.5)		
3:30 - 5:30	Policy Review (2)		
5:30 - 6:30	Supper		

Thursday		Total Hrs. - 4	
Time	Module	Instructor	Location
8:00 - 10:30	Performance Evaluation Update (2.5)		
10:30 - 11:30	Chemical Agents (1)		
11:30 - 12:00	Training Design/Evaluations (.5)		

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Adult Security

Class #

FY 2006-2007

Hours - 32

Participants:

Monday			
(Lunch 11:30 - 12:30) (Supper 5-6)			
	Time	Module	Instructor
Total Hrs. - 10			
			Location
Group A	8:00 - 8:15	Orientation (.25)	DiNicola
	8:15 - 11:30	Firearms Lab (3.25)	
	12:30 - 3:00	Inmate Transportation (2.5)	
	3:00 - 5:00	Policy Issues(2)	
	6:00 - 8:00	Positive Impact (2)	
Group B	8:00 - 8:15	Orientation (.25)	
	8:15 - 11:30	Firearms Lab (3.25)	
	12:30 - 2:30	Policy Issues(2)	
	2:30 - 5:00	Inmate Transportation (2.5)	
	6:00 - 8:00	Positive Impact (2)	

Tuesday			
Total Hours - 9			
	Time	Module	Instructor
			Location
Group A	8:00 -12:00	Firearms Qualification (4)	
	12:00 - 1:00	Lunch	
	1:00 - 5:00	CPR (4)	
	5:00 - 6:00	Supper	
	6:00 - 7:00	Chemical Agents (1)	
Group B	8:00 -12:00	CPR (4)	
	12:00 - 1:00	Lunch	
	1:00 - 5:00	Firearms Qualification (4)	
	5:00 - 6:00	Supper	
	6:00 - 7:00	Chemical Agents (1)	

Wednesday			
Total Hours - 8.5			
	Time	Module	Instructor
			Location
Group A	8:00 - 12:00	Searches(Personal/Cell-Area/Vehicle) (4)	
	12:00 - 1:00	Lunch	
	1:00 - 3:30	Self Defense(Handcuffing/Escorting) (2.5)	
	3:30 - 5:30	Professionalism-Staff/Inmate Relationships (2)	
	5:30 - 6:30	Supper	
Group B	8:00 - 10:30	Self Defense (Handcuffing/Escorting)(2.5)	
	10:30 - 12:30	Professionalism-Staff/Inmate Relationships (2)	
	12:30 - 1:30	Lunch	
	1:30 - 5:30	Searches(Personal/Cell-Area/Vehicle)(4)	
	5:30 - 6:30	Supper	

Thursday			
Total Hrs. - 4.5			
	Time	Module	Instructor
			Location
Group A & B	8:00 - 10:00	Generation "Meth" (2)	
	10:00 - 12:00	Employee Suicide Prevention/Postvention (2)	
	12:00 - 12:30	Training Design/Evaluations (.5)	

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

In-Service BTLS
(Basic Trauma Life Support)
Class #
FY 2006-2007

Week of:

Hours - 32

Monday		(Lunch 12-1) (Supper 5-6)		Total Hrs. - 8.25	
Time	Module	Instructor	Location		
8:00 - 8:15	Orientation	DiNicola	Aud. School Bldg.		
8:15 - 12:15	CPR for the Professional Rescuer/AED				
1:15 - 5:15	CPR for the Professional Rescuer				

Tuesday		(Lunch 12:00 - 1:00) Supper (5:00 - 6:00)		Total Hrs. - 8	
Time	Module	Instructor	Location		
8:00 - 12:00	Basic Trauma Life Support	Motlow - Carol Parsons			
1:00 - 5:00	Basic Trauma Life Support	Motlow			

Wednesday		(Lunch 12:00 - 1:00) Supper (5:00 - 6:00)		Total Hrs. - 8	
Time	Module	Instructor	Location		
8:00 - 12:00	Basic Trauma Life Support	Motlow			
1:00 - 5:00	Basic Trauma Life Support	Motlow			

Thursday		(Lunch 12:00 - 1:00)		Total Hrs. - 7.75	
Time	Module	Instructor	Location		
8:00 - 12:00	Basic Trauma Life Support(4)	Motlow			
1:00 - 4:30	Basic Trauma Life Support(3.5)	Motlow			
4:30 - 4:45	Evaluations (.25)	Musgrove			

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Generic Medical
Class #
FY 2006-2007

Hours - 32
Participants:

Monday			Total Hrs. - 10.25
Time	Module	Instructor	Location
8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
8:15 - 12:15	CPR for the Professional Rescuer/AED(4)		
12:15 - 1:15	Lunch		
1:15 - 5:15	CPR for the Professional Rescuer (4)		
5:15 - 6:15	Supper		
6:15 - 8:15	DE-Forms (2)	Linda Wilson, RN	

Tuesday (Lunch 12-1) (Supper 5-6)			Total Hours - 10
Time	Module	Instructor	Location
8:00 - 12:00	Anatomy and Assessment to the Soap Degree (4)	Motlow-Belinda King	
12:00 - 1:00	Lunch		
1:00 - 5:00	Anatomy and Assessment to the Soap Degree (4)	Motlow-Belinda King	
5:00 - 6:00	Supper		
6:00 - 8:00	Games Inmates Play (2)	TCA	

Wednesday			Total Hours - 8
Time	Module	Instructor	Location
8:00 - 12:00	Anatomy & Assessment to the Soap Degree(4)	Motlow-Belinda King	
12:00 - 1:00	Lunch		
1:00 - 5:00	Anatomy & Assessment to the Soap Degree(4)	Motlow-Belinda King	
5:00 - 6:00	Supper		

Thursday			Total Hrs. - 3.75
Time	Module	Instructor	Location
8:00 - 11:30	Communicable Diseases (3.5)	Motlow-Vicki Brinsko	
11:30 - 11:45	Training Design/Evaluations (.25)	Musgrove	

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

In-Service IV Therapy

Class #

FY 2006-2007

Week of:

Hours -32

Monday			Total Hrs. - 8.25
8:00 - 8:15	Orientation(.25)	DiNicola	Aud. School Bldg.
8:15 - 12:15	CPR for the Professional Rescuer/AED		
12:15 - 1:15	Lunch		
1:15 - 5:15	CPR for the Professional Rescuer(4)		

Tuesday			Total Hrs.- 8
8:00 - 12:00	IV Therapy (4)		
12:00 -1:00	Lunch		
1:00 - 5:00	IV Therapy (4)		
5:00 -6:00	Supper		

Wednesday			Total Hrs.- 8
8:00 - 12:00	IV Therapy	Motlow - Michelle Lee	
12:00 -1:00	Lunch		
1:00 - 5:00	IV Therapy	Motlow	
6:00 - 7:00	Supper		

Thursday			Total Hrs.- 7.75
8:00 - 12:00	IV Therapy	Motlow	
12:00 -1:00	Lunch		
1:00 - 4:30	IV Therapy (3.5)	Motlow	
4:30 - 4:45	Evaluations (.25)	Musgrove	

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Nurse Managers
Class #
FY 2006-2007

Hours - 32
Participants:

Monday			Total Hrs. - 8.25
Time	Module	Instructor	Location
8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
8:15 - 12:15	CPR for the Professional Rescuer/AED(4)		
12:15 - 1:15	Lunch		
1:15 - 5:15	CPR for the Professional Rescuer (4)		
5:15 - 6:15	Supper		

Tuesday			Total Hours - 10
Time	Module	Instructor	Location
8:00 - 12:00	Communicable Disease (4)	Motlow(Vicky Brinsko)	
12:00 - 1:00	Lunch		
1:00 - 5:00	Do The Numbers Wash? (CQI) (4)	Patricia Walker, RN	
5:00 - 6:00	Supper		
6:00 - 8:00	Do The Numbers Wash? (CQI) (2)	Patricia Walker, RN	

Wednesday			Total Hours - 10
Time	Module	Instructor	Location
8:00 - 12:00	Interviewing Skills (4)	TCA	
12:00 - 1:00	Lunch		
1:00 - 5:00	Leadership Through Self Awareness(4)	TCA	
5:00 - 6:00	Supper		
6:00 - 8:00	Nurse Managers Feud (2)	TCA	

Thursday			Total Hrs. - 3.75
Time	Module	Instructor	Location
8:00 - 11:30	Generation Meth (3.5)	Holiday	
11:30 - 11:45	Training Design/Evaluations (.25)	Musgrove	

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

In-Service IV Therapy

Class #

FY 2006-2007

Week of:

Hours -32

Monday		Total Hrs. - 8.25	
8:00 - 8:15	Orientation(.25)	DiNicola	Aud. School Bldg.
8:15 - 12:15	CPR for the Professional Rescuer/AED		
12:15 - 1:15	Lunch		
1:15 - 5:15	CPR for the Professional Rescuer(4)		

Tuesday		Total Hrs.- 8	
8:00 - 12:00	IV Therapy (4)		
12:00 -1:00	Lunch		
1:00 - 5:00	IV Therapy (4)		
5:00 -6:00	Supper		

Wednesday		Total Hrs.- 8	
8:00 - 12:00	IV Therapy	Motlow - Michelle Lee	
12:00 -1:00	Lunch		
1:00 - 5:00	IV Therapy	Motlow	
6:00 - 7:00	Supper		

Thursday		Total Hrs.- 7.75	
8:00 - 12:00	IV Therapy	Motlow	
12:00 -1:00	Lunch		
1:00 - 4:30	IV Therapy (3.5)	Motlow	
4:30 - 4:45	Evaluations (.25)	Musgrove	

TENNESSEE CORRECTION ACADEMY

In-Service Generic Food Service
Class #
FY 2006-2007

Week of:

Hours - 16
Participants:

Wednesday

Total Hours -4.25

1:00 - 1:15	Orientation (.25)		
1:15 - 5:15	CPR (4)		
5:15 - 6:15	Supper		

Thursday

Total Hrs. - 7.5

Time	Module	Instructor	Location
8:00 -10:00	Meth Identification (2)		
10:00 - 11:30	Critical Violations/Health Inspection(1.5)	Val Kolison	
12:30 - 4:30	Food Safety/Sanitation/Food Borne Illness(4)	Motlow	

Friday

Total Hrs. - 4.25

8:00 -10:00	Professionalism-Staff/Inmate Relationships (2)		
10:00 - 12:00	Positive Impact (2)		
12:00 - 12:15	Training Design/Evaluations (.25)		

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Food Service (Serv Safe Certification)

Hours - 32

Class #

FY 2006-07

Monday	(Lunch 12:15 - 1:15 Supper 5:15 - 6:15)		Total Hrs - 8
Time	Module	Instructor	Location
8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
8:15 - 10:00	Positive Impact (1.75)		
10:00 - 12:00	Professionalism - Staff/Inmate Relationships (2)		
1:00 - 5:00	CPR (4)		

Tuesday	(Lunch 12:00 - 1:00) Supper 4:30 - 5:30)		Total Hrs. - 10
Time	Module	Instructor	Location
8:00 -10:00	Protecting Food in Preparation/Serving (2)	Motlow	
10:00 -12:00	Organizing A Cleaning Program (2)	Motlow	
1:00 - 5:00	Cleaning/Sanitizing/Pest Management(4)	Motlow	
6:00 - 8:00	Meth Identification (2)		

Wednesday	(Lunch 12:00 - 1:00) (Supper 5:00 - 6:00)		Total Hrs. - 10
Time	Module	Instructor	Location
8:00 - 10:00	Contamination & Foodborne Illness (2)	Motlow	
10:00 - 12:00	The Safe Food Handler (2)	Motlow	
1:00 -3:00	Establishing The Food Service Safety Program(2)	Motlow	
3:00- 5:00	Purchasing & Receiving Safe Food (2)	Motlow	
6:00 - 8:00	Serv Safe Certification (2)	Self Study	

Thursday			Total Hours- 4
Time	Module	Instructor	Location
8:00 - 11:45	Serv Safe Certification(3.75(Crawford	
11:45 - 12:00	Training Design/Evaluations (.25)	Crawford	

TENNESSEE CORRECTION ACADEMY

In-Service Correctional Managers
Class #
FY 2006-2007

Hours - 16
Participants:

Monday			
Time	Module	Instructor	Total Hrs. - 8 Location
8:00 - 8:15	Orientation (.25)		
8:15 - 12:00	Leadership Laws (3.75)		
1:00 - 5:00	Interviewing Skills (4)		

Tuesday			
Time	Module	Instructor	Total Hours - 8 Location
8:00 -12:00	Managing A Multi-Generational Workforce(4)		
1:00 - 3:00	Ethical Anchors (2)		
3:00 - 4:45	Job Performance Update (1.75)		
4:45 - 5:00	Evaluations (.25)		

TENNESSEE CORRECTION ACADEMY

In-Service Correctional Counselors/IRC
Class #
FY 2006-2007

Week of:

Hours - 16
Participants:

Wednesday			
Time	Module	Instructor	Total Hrs. - 4 Location
1:00 - 1:15	Orientation (.25)	DiNicola	Aud.
1:15 - 5:00	Thinking for A Change(3.75)		

Thursday			
Time	Module	Instructor	Total Hours - 8 Location
8:00 -12:00	Thinking for A Change (4)		
1:00 - 5:00	Thinking for A Change (4)		

Friday			
Time	Module	Instructor	Total Hours - 4 Location
8:00 - 11:30	Thinking for A Change (3.75)		
11:30 - 12:00	Evaluations/Training Design (.25)		

TENNESSEE CORRECTION ACADEMY

In-Service Maintenance
Class #
FY 2006-2007

Week of:

Hours - 16
Participants:

Monday		Total Hrs. - 8.5
8:00 - 8:15	Orientation (.25)	
8:15 - 10:00	Employee Awareness/Substance Abuse in the Workplace	
10:00 - 12:00	Bloodborne Pathogens (2)	
12:00 - 1:00	Lunch	
1:00 - 5:30	OSHA/TDOC Wheel of Fortune (4.5)	
5:30 - 6:30	Supper	

Tuesday		Total Hrs. - 7.5
8:00 - 12:00	CPR (4)	
12:00 - 1:00	Lunch	
1:00 - 2:30	Behavior Based Safety (1.5)	
2:30 - 4:00	Personal Protective Equipment: Eye Safety (1.5)	
4:00 - 4:30	Training Design/Evaluations(.5)	

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service DCS Transportation Officers
Class #
FY 2006-2007

Hours - 40
Participants:

Monday			Total Hrs. - 9.5
8:00 - 8:15	Orientation (.25)		
8:15 - 11:30	Defensive Driving (3.25)		
11:30 - 12:30	Lunch		
12:30 - 4:30	Hostage Negotiators (4)		
4:30 - 5:30	Supper		
5:30 - 7:30	Radio Communications (2)		
Tuesday			Total Hrs. - 9.5
8:00 - 12:00	Communications (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	CPR (4)		
5:00 - 6:00	Supper		
6:00 - 7:00	Recognizing Meth in the Community (1)		
Wednesday			Total Hrs. - 9
8:00 - 12:00	Escort Procedures/Restraints/Hospital/Funeral/Court(4)		
12:00 - 1:00	Lunch		
1:00 - 3:00	Scenarios (2)		
3:00 - 4:30	Safe Driving (1.5)		
4:30 - 5:30	Supper		
5:30 - 7:00	Security Procedure Update (1.5)		
Thursday			Total Hrs. - 8
8:00 - 10:30	Working with Mentally Ill Children (2.5)		
10:30 - 12:30	Restraints/Waist Chains (2)		
12:30 - 1:30	Lunch		
1:30 - 2:30	HIV/Universal Precautions (1)		
2:30 - 3:30	Suicide Precautions (1)		
3:30 - 5:00	Management of Assaultive Behavior(1.5)		
5:00 - 6:00	Supper		
			Total Hrs. - 4
Friday			
8:00 - 10:30	Understanding the Teenage Culture (2.5)		
10:30 - 11:30	Security Issues (1.5)		
11:30 - 12:00	Training Designs/Evaluations (.5)		

TENNESSEE CORRECTION ACADEMY

Week of:

Hours -32
Participants:

In-Service Children's Services
Managers
Class #
FY 2006-2007

Monday		Total Hrs. - 6.25	
12:00 - 12:15	Orientation/Opening Activities (.25)		
12:15 - 4:15	Safe Crisis Management Update (4)		
4:15 - 5:15	Supper		
5:15 - 6:15	Suicide Precautions (1)		
6:15 - 7:15	HIV/AIDS/Blood Borne Pathogens (1)		
Tuesday		Total Hrs. - 10	
8:00 - 12:00	Safe Crisis Management Update (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	CPR (4)		
5:00 - 6:00	Supper		
6:00 - 8:00	Psychology of Lying (2)		
Wednesday		Total Hrs. - 9.5	
8:00 - 12:00	Safe Crisis Management Update (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	Communication (4)		
5:00- 6:00	Supper		
6:00 - 7:30	Security Issues (1.5)		
Thursday		Total Hrs. - 6.25	
8:00 - 12:00	Managing the Multi-Generational Workforce (4)		
12:00 - 1:00	Lunch		
1:00 - 4:00	Psychology of Influence (3)		
3:00 - 3:25	Training Needs/Evaluations (.25)		

TENNESSEE CORRECTION ACADEMY

Week of:

Hours -32
Participants:

In-Service Children's Services Officers
Class #
FY 2006-2007

Monday		Total Hrs. - 6.25	
12:00 - 12:15	Orientation/Opening Activities (.25)		
12:15 - 4:15	Safe Crisis Management Update (4)		
4:15 - 5:15	Supper		
5:15 - 6:15	Suicide Precautions (1)		
6:15 - 7:15	HIV/AIDS/Blood Borne Pathogens (1)		
Tuesday		Total Hrs. - 10	
8:00 - 12:00	Safe Crisis Management Update (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	CPR (4)		
5:00 - 6:00	Supper		
6:00 - 8:00	Security Issues (2)		
Wednesday		Total Hrs. - 9.5	
8:00 - 12:00	Safe Crisis Management Update (4)		
12:00 - 1:00	Lunch		
1:00 - 3:00	Supervision of Juveniles (2)		
3:00 - 5:00	Understanding The Teenage Culture (2)		
5:00- 6:00	Supper		
6:00 - 7:30	Report Writing (1.5)		
Thursday		Total Hrs. - 6.25	
8:00 - 12:00	Conflict Resolution (4)		
12:00 - 1:00	Lunch		
1:00 - 3:00	Recognizing A Sexually Abused Child (2)		
3:00 - 3:25	Training Needs/Evaluations (.25)		

TENNESSEE CORRECTION ACADEMY

Week of:

Hours -32
Participants:

In-Service Children's Services
Counselors/Case Managers
Class #
FY 2006-2007

Monday		Total Hrs. - 6.25	
12:00 - 12:15	Orientation/Opening Activities (.25)		
12:15 - 4:15	Safe Crisis Management Update (4)		
4:15 - 5:15	Supper		
5:15 - 6:15	Suicide Precautions (1)		
6:15 - 7:15	HIV/AIDS/Blood Borne Pathogens (1)		
Tuesday		Total Hrs. - 10	
8:00 - 12:00	Safe Crisis Management Update (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	CPR (4)		
5:00 - 6:00	Supper		
6:00 - 8:00	Psychology of Lying (2)		
Wednesday		Total Hrs. - 9.5	
8:00 - 12:00	Safe Crisis Management Update (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	Communication (4)		
5:00- 6:00	Supper		
6:00 - 7:30	Report Writing (1.5)		
Thursday		Total Hrs. - 6.25	
8:00 - 12:00	Conflict Resolution (4)		
12:00 - 1:00	Lunch		
1:00 - 3:00	Recognizing A Sexually Abused Child (2)		
3:00 - 3:25	Training Needs/Evaluations (.25)		

